

H5WA 04 (SCDCCLD 0417) — Lead Service Providers in Accessing Information to Support the Care, Learning and Development of Children

Overview

This standard identifies the requirements when you lead providers of services to children and families in accessing information and support. It requires you to establish and develop regular contact with service providers. It also requires you to take the lead in developing and maintaining network support.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Children are those with whom you are working, except where otherwise stated.

Colleagues. Other people who work with you in your provision: they can be working at the same level, line managers, volunteers, casual workers, paid or unpaid.

Development opportunities may include educational programmes, training activities, coaching, structured feedback, shadowing, secondment, other types of personal or professional support.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and who may or may not have legal responsibility.

Listening may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 20 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Establish contact with providers of services to children and families

	Performance Criteria	Evidence Number where this criteria has been met
1	Seek ways of accessing information about the childcare providers in the local, regional or national areas for which you are responsible.	
2	Identify opportunities that will enable you to contact providers individually or in groups.	
3	Develop and provide information or promotional material that will raise awareness of your role and the support you can provide.	
4	Work in partnership with childcare providers to maximise the sharing of information, best practice and learning opportunities.	
5	Arrange regular opportunities for exchanging information with colleagues, at times which are convenient to them.	
6	Access sources of information at local, regional and national level to support providers in the delivery of services to children and families .	
7	Identify any likely barriers to contacting childcare providers and take steps to overcome these.	
8	Work in partnership with childcare providers to assess how regular contact can be maintained.	
9	Create a user-friendly database of up-to-date and valid information on local, regional and national childcare providers and services.	

Establish contact with providers of services to children and families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Evaluate and regularly monitor the information and support you offer service providers.	

Lead the development and maintenance of support networks

11	Work in partnership with service providers to help them to identify and develop networking opportunities	
12	Work in partnership with service providers to help them organise and plan opportunities for networking.	
13	Support service providers in organising space, materials and equipment for networking meetings.	
14	Support service providers in the dissemination of information relating to discussions from the networking meetings.	
15	Work in partnership with providers to arrange inclusive networking meetings in ways that take account of individual people's views and ideas.	
16	Actively encourage the sharing of best practice and innovative approaches in supporting the care, learning and development of children.	
17	Actively support colleagues to keep up to date with issues relating to safeguarding children and families.	
18	Sensitively listen to and encourage service providers to share any concerns they may have relating to the service they provide.	
19	Work with service providers to help them find ways to implement change and improvement in their setting.	
20	Identify and share information about continuous professional development opportunities .	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 65 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each child and young person as an individual.	
13	The prime importance of the interests and wellbeing of children and young people.	
14	The child and young person's cultural and language context.	
15	How to build trust and rapport in relationships with others, key people and children and young people.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with children and young people, key people and others.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	
21	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

22	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
23	Factors that promote positive health and wellbeing of children and young people.	
24	Theories underpinning our understanding of child development and learning, and factors that affect it.	
25	Theories about attachment and its impact on children and young people.	

Communication

26	Factors that can affect communication and language skills and their development in children and young people.	
27	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

Personal and professional development

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

Health and Safety

31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

Multi-disciplinary working

45	The purpose of working with other professionals and agencies.	
46	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	Methods of supporting others to work with and support children and young people, key people and others.	

Leading practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	How to contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

Risk management

54	Principles of risk assessment and risk management.	
55	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

56	Different sources of information about childcare providers, locally, regionally and nationally and how to access such information.	
57	What barriers might be encountered when establishing relationships with providers, and how these might be minimised or overcome.	
58	The type and format of information or promotional material that you might use to raise awareness and facilitate contact between yourself and providers.	
59	The sort of information that providers may need to support the delivery of services.	
60	The type of information that providers may need for continuous professional development.	
61	Sources of reliable and valid information for children and families and how these can be accessed.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
62	Barriers to information sharing between providers and how they can be overcome.	
63	Different ways of networking and providing mutual support.	
64	What is considered to be good practice in childcare provision.	
65	Ways in which providers can be encouraged to share innovative and good practice.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	